

This form is a required element and must be submitted as part of the grant application
APPLICATION COVER SHEET

DUE: May 21, 2010 by 4:30 pm

Application for School Improvement Grant

NOTE: A separate application must be submitted for each school in your district for which you are requesting funding

Applying LEA South Tama County Schools

Contact person

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School building name for this application STC Middle School

Designation for this building: Tier I Tier II x Tier III

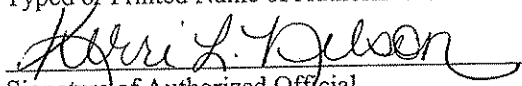
Statement of Assurances

Should a School Improvement Grant Award be made to the applicant in support of the activities proposed in this application, the authorized signature on the cover page of this application certifies to the Iowa Department of Education that the authorized official will:

1. Upon request, provide the Iowa Department of Education with access to records and other sources of information that may be necessary to determine compliance with appropriate federal and state laws and regulations;
2. Use grant funds to supplement and not supplant funds from nonfederal sources.
3. If the district would receive a School Improvement Grant it would comply with all Federal civil rights laws that prohibit discrimination based on race, color, national origin, sex, disability, and age.

Certification by Authorized or Institutional Official:

The applicant certifies that to the best of his/her knowledge the information in this application is correct, that the filing of this application is duly authorized by the governing body of this organization, or institution, and that the applicant will comply with the attached statement of assurances.

<u>Kerri L. Nelson</u>	<u>Superintendent</u>
Typed or Printed Name of Authorized Official	Title
	<u>May 20, 2010</u>
Signature of Authorized Official	Date

Please submit to Paul Cahill, Iowa Department of Education, Grimes State Office Building,
400 E 14th Street, Des Moines, IA 50319-0146 by May 21, 2010, 4:30 p.m.

Waiver Request
(Optional- No points awarded)

STC Schools requests a waiver of the requirements listed below. These waivers would allow the STC Schools that receives a School Improvement Grant to use those funds in accordance with the final requirements for School Improvement Grants.

The District believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I, Tier II, and Tier III schools by enabling the SIC Middle School to use more effectively the school improvement funds to implement one of the four school intervention models in its Tier I or Tier II schools and to carry out school improvement activities in its Tier III schools.

Check all that apply:

☒ Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the SEA and all of its LEAs to September 30, 2013.

☐ Waive section 1116(b)(12) of the ESEA to permit _____ to allow their Tier I and Tier II Title I participating schools that will implement a turnaround or restart model to "start over" in the school improvement timeline.

☐ Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit _____ to implement a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the poverty threshold.

List the eligible school(s):

The District will implement the waiver(s) only if the STC Middle School receives a School Improvement Grant.

Consultation with Relevant Stakeholders
(Required – No points awarded)

Before submitting this application for a School Improvement Grant the
STC Schools: _____ has consulted with relevant stakeholders, including:

STC Association

PLAS Task Force

Administration

SIAC Committee

Board of Education

M.S. Parents

Abstract

The STC Board of Education, the STC Education Association, and administration are submitting application for the School Improvement Grant (SIG) for the middle school. The middle school is a PLAS identified school under Tier II. The district is requesting funding in the amount of \$286,008. The district has taken several key steps to ensure that if the district is awarded SIG funding that the middle school will be able to successfully implement the Transformation Model. The district has replaced the building principal for the 2010-2011 school year. The district formed a PLAS taskforce to analysis student achievement data, develop an understanding the root cause of our academic challenges, and develop an action plan for the middle school and district. The implementation of Instructional Decision Making, extensive curriculum & assessment work, new instructional resources, and the development of a 5th/6th grade learning community are critical components of this application.

Targeted Annual Achievement Goals:

- STC middle school will increase the number of students who are proficient on the reading comprehension section of the ITBS/ITED by at least 10%.
- STC middle school will increase the number of students who are proficient on the math total section of the ITBS/ITED by at least 10%.

Needs Assessment & Analysis

1. Curriculum & Resources

The STC Board of Education prioritized the implementation of the Iowa Core Essential Concepts and Skills when they developed their goals in the Fall of 2008 and revalidated them in the Summer of 2009. A district wide team participated in the Iowa Core Curriculum training provided by the AEA 267 for the past two years and is prepared to submit a K-12 implementation plan to the Iowa Department of Education before or on July 1, 2010. The middle school has had active representation on this team.

Alignment Between Assessments and Curricula : The academic performance issues at the middle school are symptomatic of a system wide problem. The K-12 curriculum has not been aligned for many years and the instructional resources have been inconsistently used. The district has made significant progress in this area by: 1. writing a district wide professional development plan; 2. working with an ASCD consultant, Allison Zmuda & Kagan Cooperative Learning consultant, Rob Jutras; 3. participating in the Iowa Core Curriculum training through AEA 267; 4. hiring a full time Curriculum Director (Fall of 2009); and 5. joining MISIC (Fall of 2009) as a support for improving the quality of curriculum, instruction, & assessments used at STC.

Teachers are being trained in the use of curriculum manager. Map testing will be implemented in the fall of 2010 and used 3 times a year as a common assessment. The district has also rewritten the 6th through 12th literacy and math curriculum and invested in extensive instructional materials. K-12 literacy and math curriculum, instructional resources, and assessments will be aligned by August of 2010. Further work in the area of formative

assessment is needed and will be facilitated by implementing the Instructional Decision Making (IDM) model.

MISIC MAP testing will replace the use of current district wide assessments as they do not align with the Iowa Core essential concepts and skills.

ITBS- ITEDS Last Three Years

To what extent is the transition from elementary to middle school and middle school to high school effecting student achievement?

Looking at cohort over time

Reading 5-6

Using National Standard Scores from the Iowa Test of Basic Skills Reading Comprehension subtest and looking at Full Academic Year students, a review of the progression of three class groups from 4th to 7th grade indicates that there is a consistent decline in growth between their 5th and 6th year. The range of growth from 5th to 6th was 63% to 99%. The range of growth from 6th to 7th is 109% to 126%. The range of growth from 4th to 5th has a less consistent pattern with a range of 79% to 108%.

Math 5-6

Using National Standard Scores from the Iowa Test of Basic Skills Math Total subtest and looking at Full Academic Year students, a review of the progression of three class groups from 4th to 7th grade indicates that there is an inconsistent growth between their 5th and 6th year. The range of growth from 5th to 6th was 55% to 145%. The range of growth from 6th to 7th is 68% to 117%. The range of growth from 4th to 5th has a less consistent pattern with a range of 83% to 104%.

Reading 8-9

Using National Standard Scores from the Iowa Test of Basic Skills and the Iowa Test of Educational Development Reading Comprehension subtest and looking at Full Academic Year students, a review of the progression of three class groups from 7th to 10th grade indicates that there is a consistent decline in growth between their 8th and 10th year. The range of growth from 8th to 9th was 3% to 84%. The range of growth from 9th to 10th is -8% to 91%. (Two years only) The range of growth from 7th to 8th shows consistent growth with a range of 75% to 148%.

Math 8-9

Using National Standard Scores from the Iowa Test of Basic Skills and the Iowa Test of Educational Development Math Total subtest and looking at Full Academic Year students, a review of the progression of three class groups from 7th to 10th grade indicates that there is a consistent decline in growth between their 8th and 10th year. The range of growth from 8th to 9th was -8% to 70%. The range of growth from 9th to 10th is -8% to 63%. (Two years only) The range of growth from 7th to 8th shows consistent growth with a range of 118% to 153%.

Looking at same grade over time

Reading 8-9

Using National Standard Scores from the Iowa Test of Basic Skills and the Iowa Test of Educational Development Reading Comprehension subtest and looking at Full Academic Year students, a review of the same grade level over time of the average achieved growth for three years from 4th to 10th grade indicates that all grade levels failed to meet the 100% achieved growth except for 6th to 7th and 7th to 8th. The average growth in 4th to 5th is 90%. The average growth from 5th to 6th is 76%. The average growth from 6th to 7th is 118%. The

average growth from 7th to 8th is 116%. The average growth from 8th to 9th is 40%. The average growth from 9th to 10th (two years only) is 41%.

Math 8-9

Using National Standard Scores from the Iowa Test of Basic Skills and the Iowa Test of Educational Development Math Total subtest and looking at Full Academic Year students, a review of the same grade level over time of the average achieved growth for three years from 4th to 10th grade indicates that all grade levels failed to meet the 100% achieved growth except for 7th to 8th. The average growth in 4th to 5th is 95%. The average growth from 5th to 6th is 93%. The average growth from 6th to 7th is 88%. The average growth from 7th to 8th is 140%. The average growth from 8th to 9th is 22%. The average growth from 9th to 10th (two years only) is 27%.

To what extent are the students achieving proficiency through the current core curriculum? (Expected is 80% to 85%)

Using the Iowa Test of Basic Skills and the Iowa Test of Educational Development Reading Comprehension subtests and using the percent of students in grades 3-11 achieving at or above the 41st NPR, a review shows that less than 80% of the students in each grade level in the last four years met proficiency indicating that the core curriculum is not sufficient.

Additionally, the percent proficient declines between the 5th and 6th transition year and the 8th and 9th transition year.

Using the Iowa Test of Basic Skills and the Iowa Test of Educational Development Math Total subtests and using the percent of students in grades 3-11 achieving at or above the 41st NPR, a review shows that less than 80% of the students in each grade level in the last four

years met proficiency indicating that the core curriculum is not sufficient. Additionally, the percent proficient declines between the 8th and 9th transition year.

To what extent are students graduating from STC?

Using data from the Department of Education website, the graduation rate for South Tama from 2005 to 2008 is as follows: 89.7%, 73%, 87.5%, 87.5%.

To what extent are students identified as English Language Learners discrepant from non- ELL?

Using the Iowa Test of Basic Skills and the Iowa Test of Educational Development Reading Comprehension subtests and considering the percent proficient as performing at or above the 41st percentile, the following patterns were observed. When using the median score from grade 3 – 11, the performance for the past four years was

05-06: ELL 0%	Non 72%
06-07: ELL 17%	Non 72%
07-08: ELL 35%	Non 67%
08-09 ELL 25%	Non 69%

Using the Iowa Test of Basic Skills and the Iowa Test of Educational Development Math Total subtests and considering the percent proficient as performing at or above the 41st percentile, the following patterns were observed. When using the median score from grade 3 – 11, the performance for the past four years was

05-06: ELL 22%	Non 69%
06-07: ELL 26%	Non 67%
07-08: ELL 43%	Non 69%
08-09 ELL 25%	Non 68%

To what extent are students identified as having an IEP discrepant from students without an IEP?

Using the Iowa Test of Basic Skills and the Iowa Test of Educational Development Reading Comprehension subtests and considering the percent proficient as performing at or above the 41st percentile, the following patterns were observed. When using the median score from grade 3 – 11, the performance for the past four years was

05-06: IEP 26%	Non 77%
06-07: IEP 21%	Non 75%
07-08: IEP 25%	Non 72%
08-09 IEP 19%	Non 75%

Using the Iowa Test of Basic Skills and the Iowa Test of Educational Development Math Total subtests and considering the percent proficient as performing at or above the 41st percentile, the following patterns were observed. When using the median score from grade 3 – 11, the performance for the past four years was

05-06: IEP 16%	Non 74%
06-07: IEP 22%	Non 72%
07-08: IEP 15%	Non 75%
08-09 IEP 21%	Non 76%

To what extent are students identified as LSES discrepant from students not identified as LSES?

Using the Iowa Test of Basic Skills and the Iowa Test of Educational Development Reading Comprehension subtests and considering the percent proficient as performing at or above the 41st percentile, the following patterns were observed. When using the median score from grade 3 – 11, the performance for the past four years was

05-06: LSES 56%	SES 78%
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06-07: LSES 56% SES 78%
07-08: LSES 53% SES 73%
08-09 LSES 58% SES 74%

Using the Iowa Test of Basic Skills and the Iowa Test of Educational Development Math Total subtests and considering the percent proficient as performing at or above the 41st percentile, the following patterns were observed. When using the median score from grade 3 – 11, the performance for the past four years was

05-06: LSES 54% SES 75%
06-07: LSES 55% SES 71%
07-08: LSES 58% SES 72%
08-09 LSES 50% SES 77%

2. Schedule & Classroom

STC has spent the past 8 months revising the current mission and vision statement using Failure is Not an Option resources and the ASCD's Schooling By Design Tool Kit. In addition, the district developed learning principles that further define our vision. The process included a wide representation of stakeholders including teachers, community, parents, administrators, and school board members. The Board approved the Mission, Vision of Learning, and Learning Principles into policy on May 17th, 2010.

STC Mission Statement: It is the mission of the South Tama County schools to provide a rich academic, student-centered education that results in success for all learners.

STC Vision of Learning: Through the dedication of students, staff, families & community all learners at South Tama will tackle complex problems and effectively communicate information and ideas so students can successfully complete post-secondary goals. In order to achieve this, staff and students will improve the quality of their work through feedback and reflection, and experience the confidence and accomplishment that comes through the production of meaningful, challenging work.

STC Learning Principles:

- Learning is not a given – it is an active process that requires the learner to ask questions, make connections, and apply learning to existing knowledge and new situations.
- Learners need clarity about what the learning goals are and the criteria for success to inform the development of their work.
- Engaged and sustained learning requires that learners constantly see the value of their work and how it contributes to personal success.
- Learning requires the right blend of challenge and comfort where learners know that success is attainable but they must persist in order for it to happen.
- Learners require regular, timely, and meaningful feedback with opportunities for revision and improvement to produce quality work.
- Learners periodically question assumptions and habits based on new evidence and experiences, which often leads to change.

The middle school schedule has been changed for the 2010-2011 school year to increase the amount of time students have in core subject areas from 43 minutes to 60 minutes. Study halls have been redesigned to provide a daily academic intervention time for all students.

School Safety

The district wide professional development plan includes a goal to increase the capacity of all staff to provide a safe and orderly learning environment using preventative instruction and

appropriate intervention. The middle school staff committed to implementing Positive Behavior Intervention Supports (PBIS) and is entering year 2 of the implementation process. AEA 267 is providing the training and technical assistance for implementation. The district has also provided Crisis Prevention Intervention (CPI) training for staff to increase their ability to respond in volatile situations using safe and appropriate strategies.

The district wide school safety committee is representative of district staff, principals, and community members. The committee meets on a monthly basis and has made recommendations to the STC Board of Education to increase the number of cameras installed at the middle school and other locations in the district. The cameras have been purchased and installed at the middle school.

During the 2008 -2009 school year the harassment and discrimination policies were rewritten and new procedures were developed. The staff training as been provided for staff and refresher training is scheduled for June 1, 2010.

Starting with the 2010-2011 school year the district will be expanding its contract with EduCare out of Cedar Rapids, IA to serve Level III Behavior Disorder students to include students in 7th through 12th grade. Previously, EduCare served students in 3rd through 6th grade.

Attendance data has been fairly consistent at the middle school for the past three years. Each of the grade levels has a 95% or better rate of attendance.

Climate:

STC middle school did complete the AEA 267 Building Tomorrow: Culture and Climate Survey. While formal analysis is not yet complete, first review of the data suggests that students have concerns about bus safety and is being addressed at the district level.

Middle school staff completed a survey about the strengths and challenges of the middle school. Prevailing themes include a need for stronger building leadership and a need for increased teacher collaboration and communication. The building principal has been replaced, some staff members have retired or have been reassigned to different roles within the district, and training in professional learning communities and time for implementation has been arranged.

3. Administration & Staffing

There is one principal, a dean of students, and a guidance counselor at the middle school. An average grade level at the middle school is 105. Due to the team size and elective course offerings class size rarely exceed 1 teacher per 20 students. Co-teaching is a common practice that also contributes to lowering class sizes.

Limited supplemental support services are available at the middle school due to budget constraints. There are appropriate levels of support services for ELL, Special Education and TAG students. The district is requesting 3 additional full time teachers, academic interventionists, to provide supplemental supports for students.

The district has made a substantial effort to increase the use of the Iowa Professional Development Model during the 2009-2010 school year. The middle school was required to develop a building level school improvement plan based on this model. Implementation at the middle school has been slow. The staff needs further guidance on how to reinforce their planning efforts. The new principal has a strong understanding of this model and the Director of Curriculum & Assessment will be working directly with the building's team during the 2010-2011 school year and beyond.

The district has made an extensive effort to increase the quality of professional development for all staff over the past 2 years. The district has developed application process for individual teachers, teams of teachers, or departments to request funding for professional development using the state teacher quality funds. This process is aligned with the district goals, building goals and individual teacher professional development plans. The district has also collaborated with the AEA 267, ASCD, and Kagan Cooperative Learning to provide professional development for our staff that is directly tied to the district professional development plan and individual school needs. The district has a formal partnership with AEA 267 to provide two instructional coaches for our district in the areas of math and literacy. The use of coaches has increased the districts ability to focus on implementation of professional development efforts and provide job embedded professional development.

Increasing the level of student engagement and interaction in classes has been a major professional development goal. Staff is required to submit implementation weekly logs that are reviewed by principals. However, staff and student surveys have been conducted on the level of implementation of specific strategies and the AEA 267 is conducting an engagement survey at each of the schools. The results of the staff and student survey would suggest that

the level of accountability for implementation at the middle school needs to be increased. In a confidential staff survey 57 % of the staff reported using the strategies only 1 to 2 times a week. The required implementation and reflective logs would suggest a much higher rate of use. In a confidential student survey 30 % of the students in 7th grade and 27% of the students in 8th grade indicate they mostly sit and listen in class. Research would suggest a much higher level of implementation is necessary.

Parent involvement in the middle school is quite limited and is a concern. The middle school principal, key staff members, and one parent participated in SPIN through the AEA 267 this past school year and have developed a plan. During the principal search process several parents were identified to participate in the interviews. Several commented that they were willing to form a parent group. The new principal will be working with this group of parents to reinforce the SPIN plan and increase parent involvement. Three of the five board members do have students attending the middle school which is also a strong indication parents want to be more involved.

Capacity

Reforming the middle school appears to be a rather daunting task but there are several key supports that are in place to ensure that STC is successful in restructuring our middle school for success.

The STC Board of Education, administration, and STC Education Association have mutually agreed to apply for the School Improvement Grant and implement the transformation model. Our board goals and indicators of success reflect the need to

increase student achievement, strengthen staff evaluation practices & processes, provide high quality professional development, and increase communication with stakeholders.

Monitoring of Professional Development

STC has a board approved district wide professional development goals and a plan that is widely distributed and published. All staff is responsible for knowing the plan, participating in the professional development sessions, and for implementing the strategies. The middle school has a plan that is aligned with the district's professional develop goals and plan. The curriculum director and one of the instructional coaches will be relocated to the middle school in an effort to increase the level of monitoring of implementation of professional development. Staff surveys are routinely used to evaluate the effectiveness of professional development sessions. Staff is required to keep implementation logs on the use of strategies and submit them to their principal on a weekly basis. Administrators complete walk through and informal observations and provide oral and/or written feedback. Administrators are required to track the number of walk through and informal observations they complete and submit them to the superintendent on a weekly basis. A student survey was also conducted in the spring of 2010 asking about their perception of classroom instruction and their participation in classes. The results were presented to staff. The AEA 267 also completed a district wide engagement survey and will be sharing the information with staff in June. We will use the information as baseline data for future program evaluations.

The district administrators are reading the book Instructional Rounds and will be participating in training this summer. This model focuses on defining a problem of practice and developing a theory of action. This is being widely used with Iowa Superintendents in

the AEA' 267 area but is also being used at the building level in Waukee Community Schools with great success. Sharon Ingebrand from Waukee has started training the STC administrative team and will be helping us with implementation. The middle school principal will be the first to work with the team to identify a problem and develop a theory of action in response for the middle school.

Teacher Collaboration

Middle school teachers currently have time built into their schedule for common planning. Additionally, the district has increased the number of early dismissals on the district calendar (twice a month) in order to increase the amount of time teachers have for collaboration. The district will be providing formal training in Professional Learning Communities to use as a framework for structuring the use of time.

Use of Formative Data

The middle school needs to increase the use of formative assessments and learn to differentiate their instruction to better meet the learning needs of their students. Instructional Decision Making (IDM) will be used as a means for accomplishing this work. To begin to accomplish this task, the district leadership team that represents each building attended the IDM training provided by AEA 267 this past year. An overview of the IDM process has been given to staff, and teachers were asked to volunteer to serve on the IDM committee. Approximately one third of the middle school staff signed up to be part of this important work.

The Instructional Decision Making structure will guide our IDM Committee through this process in the areas of reading and math. Core instruction is not meeting the needs of 80% of our students. This summer staff will analyze student's test data to help determine need areas and how best to use all of our resources effectively. Quality professional development and collaboration will be vital. Staff will continue to work with AEA 267 trainers, study, and talk to other schools about their experiences to help in the success of the IDM process at the middle school.

To analyze student data and use formative assessment daily to help teachers differentiate their instruction will require a great deal of trust among staff members. Training in Professional Learning Communities will be part of our professional development plan, since this process is new to many of our teachers. To help in this learning the IDM Committee members will be attending the "Professional Learning Communities at Work Institute" in Minneapolis this August. Some staff has also been reading the Richard DuFour books on this topic in preparation.

Professional Learning Communities are an important piece of our whole district improvement plan. We need to ensure that all students are learning by asking the four big questions:

- What do we want students to learn ?
- How will we know they have learned it?
- What will we do if they didn't?
- What will we do if they already know it?

To answer these questions, it is vital to have a culture of collaboration among the staff focused on setting clear goals, effective instruction in the classroom, and maximum learning time.

Alignment of Resources

The district has joined MISIC and will be using MAP testing starting with the 2010-2011 school year. In addition, the district has rewritten the 6th through 12th curriculum for literacy and math and invested in instructional materials at the middle school to support implementation.

Literacy Instructional Resources: Write Source and CSI Resources During the process of restructuring the literacy classes from language arts and reading to an integrated literacy class, new curriculum needed to be developed. With the help of the district's literacy instructional coach and ASCD consultant, Allison Zmuda, the teachers rewrote the 6th-8th grade literacy curriculum to support the Iowa Core and best instructional practices and include a strong vertical alignment across grade levels. To support the curriculum, the team selected Write Source and CSI (Comprehension Strategy Instruction) for instructional resources.

Write Source, published by Great Source and a division of the Houghton Mifflin Company, is a researched-based and effective resource to help students become better writers, thinkers, and learners. It is a comprehensive approach to writing that includes six traits of effective writing instruction and the writing process, key writing forms included in the Iowa Core, differentiated instruction to meet all student needs, and integrated mechanics, grammar and usage instruction.

CSI is published by Pacific Learning and is a cutting-edge literacy resource for teaching comprehension, vocabulary, fluency, and oral language, using the latest research on teaching and learning. The use of Gradual Release of Responsibility is a large component of the instructional research based instructional practices used. The teachers also received a two day training on how to integrate these strategies using quality literature and texts in a balanced literacy program. The district's literacy coach participated in the training alongside the teachers and provides ongoing job-embedded professional development for the teachers.

Math Instructional Resources: Connected Math 2 ITBS data indicated the need of looking at math curriculum alignment at the middle school and high school level. The elementary math teachers had completed the rewriting and alignment of the K-5 curriculum and chose to use the resource of EveryDay Math. At the middle school level, a more traditional math series was being used and we saw the need to continue the alignment process. To support the Characteristics of Effective Instruction and to better align with the elementary and high school, the secondary math instructors and the district's instructional coach aligned the curriculum with the Iowa Core and researched appropriate instructional resources. This resulted in the adoption of Connected Math 2 from Pearson for their instructional resources. Connected Math provides students with an investigative approach in learning mathematics, supporting the ICC Characteristics of Effective Instruction. Students learn mathematics through appealing and engaging problems. The three-step Launch, Explore, and Summarize approach helps students develop mathematical thinking and reasoning abilities while practicing and maintaining skills.

To ensure the success of this program, professional development opportunities are being provided for the teachers. A middle school math teacher and our instructional coach went to AEA 267 training during the 2009-2010 school year to learn more about problem based instruction in math. Several of the middle school teachers and our district math coach will be attending a 5 day workshop at Michigan State University to learn more on how to teach using these materials and instructional practices. A Connected Math representative will also be providing some in-service to our middle school math teachers this summer and fall. Connected Math 2 provides easy-to-use, detailed lesson plans that help teachers actively engage students in learning mathematics and provide supplemental math background and guiding questions to ensure that teachers are supported in their teaching.

K-12 Discipline Philosophy: PBIS In May of 2009, STC made a district wide commitment to PBIS (Positive Behavior Intervention Supports) to provide a safe and orderly learning environment that is conducive to learning. A core team from the middle school consisting of the dean of students, the school counselor, the curriculum director and a classroom teacher, is attending a three year training through AEA 267. A building level team consisting of additional staff from each grade level has been formed to develop a set of systemic and individualized strategies for achieving social and learning outcomes while preventing problem behavior.

The core elements for the success of this program focus around clearly defined expectations, research-validated practices, supportive administrative systems, and the use of information (data) for problem solving. When developing the PBIS plan, the areas of focus will be on prevention, teaching, and a strong system with a strong base of universal

supports and data gathering to use for decision-making. The PBIS team meets monthly to discuss the needs of the building, gather and analyze data, and makes plans to share with the rest of the staff.

The district has aligned staff to meet the needs of the middle school. One of the two instructional coaches will be designated to middle school and the curriculum director will be relocated to the middle school to work collaboratively with the middle school principal on implementation of professional development.

The board approved adding 15 minutes of additional instructional time to the school day and added 4 days of instruction to student calendar. This means students will be receiving 184 days of instruction and 2760 additional minutes of instruction.

The district has committed to implementing a K-12 learning academy structure over the next three years. Specific to the middle school includes a plan to develop a 5th & 6th grade learning community that focuses on the transition to middle school academically and socially.

Implementation Timeline			
Goal 1: Develop the capacity of teachers to deliver instruction that encompasses the characteristics of effective instruction as defined by the core curriculum. (IC Plan)			
Action	Person Responsible	Resource	Timeline
Submit Iowa Core Plan to IDE	Curriculum Director	ICC Leadership Team AEA 267	July 1, 2010
Continue to implement district's 3 year PD plan	Curriculum Director	ICC Leadership Team AEA 267	July 1, 2010

Goal 2: Develop the capacity of teachers to implement Instructional Decision Making and provide the necessary system structure to do so.			
Action	Person Responsible	Resource	Timeline
District team participated in IDM training	Curriculum Director	AEA 267	Complete
Identify building level team to participate in the IDM training	District IDM Team	AEA 267	Complete
Recruit and hire 3 academic interventionists (one per grade level) to work with student, model for classroom teachers, and train paraprofessionals	Principal	Iowa REAP Des Moines Register	August 1, 2010
Ensure building master schedule has time to implement supplemental and intensive interventions	Principal IDM Team	JMC	August 1, 2010
Identify student needs and prioritize area of service	Curriculum Director	I Growth (IASB) Technology Coordinator	August 1, 2010
Principal, Academic Interventionists, IDM members attend PLC Conference	Curriculum Director	Solution Tree	August, 2010
Develop a pyramid of interventions (supplemental & intensive supports) specific to the middle school & set up system structure to implement.	Building IDM Team	District IDM Team AEA 267	October 1, 2010
Develop the procedures of implementing IDM	Building IDM Team and Academic Interventionists	District IDM Team AEA 267	October 1, 2010
Implement and progress monitor by: 1. Collect & chart data on formative assessment 2. Monitor fidelity of interventions 3. MS IDM team will meet monthly to review data	Academic Interventionists	Instructional Coaches & Building IDM Team	October 15, 2010
Continually evaluate implementation	Principal & Curriculum Director	I Growth MAP testing	Ongoing

Goal 3. Implement a 5th & 6th grade learning community that addresses the academic and social needs of students in the transition to the middle school.			
Action	Person Responsible	Resource	Timeline
Further research concept and visit other schools	Principal & Curriculum Director	ASCD Contacts	October 1, 2010
Seek final board approval and commit financial resources	Superintendent		March 1, 2011
Communicate plan with community and parents	Principal & Curriculum Director	SIAC	February - March, 2011
Design academy with input from various stakeholders	Principal & Curriculum Director	ASCD Contacts	February 1, 2011

Goal 4: Increase the capacity of administration to effectively monitor implementation of professional development			
Action	Person Responsible	Resource	Timeline
Create awareness of the use of Instructional Rounds: 90 min overview	Superintendent	Sharon Ingebrand, Waukee, IA	April, 2010
Administrators summer reading assignment: Instructional Rounds	Superintendent	Amazon.Com	June, 2010
Complete one full day of training on Instructional Rounds	Superintendent	Sharon Ingebrand, Waukee, IA	September, 2010
Complete two Instructional Rounds per year at the middle school	Superintendent, Administrative Team, Instructional Coaches	Consultative: Sharon Ingebrand	April, 2011

Goal 5. Increase the capacity of administrators & instructional coaches to effectively coach and provide feedback to teachers			
Administrators summer reading assignment: Mentoring Matters	Superintendent	Miravira.Com	June, 2010
Participate in a 4 day training on Learning Focused Supervision Training by Bruce Wellman & Laura Lipton	Superintendent	Bruce Wellman	June, 2011

Ability to Recruit New Staff or Principal

The middle school principal has been removed and a new principal has been hired for the middle school. The new principal has a strong background in the areas of secondary mathematics, the use of formative assessment, and the use of technology.

In the past two years the middle school has replaced two of the three math teachers and all three of the language arts teachers. The response to the district's early retirement plan allowed the district greater flexibility in staff assignments for the 2010-2011 school year. Nearly 50% of the teaching staff members have either voluntarily retired or have been involuntarily transferred or reassigned. While initially many of the changes were made with budget reductions in mind, the end result has created a new learning environment at the middle school.

Intervention Models Identified

STC Education Association, STC Board of Education, and administration mutually agreed to implement the Transformation Model. While some components of the model are more challenging than others, the district is committed to implementing the model with integrity and has demonstrated this in several ways. The administration successfully negotiated with the association and the board to select a model, the association ratified the vote with limited resistance, the principal of the middle school has been replaced, and the district formed a K-12 PLAS Taskforce that completed extensive planning for this application.

The PLAS Taskforce, members of the association leadership team, and superintendent have worked collaboratively on developing an incentive pay plan that is currently in draft form.

The plan will be submitted to the board in July of 2010, piloted in 2010-2011, and expanded in the 2011-2012 school year.

The master contract currently supports the use of student achievement as a component of the teacher evaluation process; however, this plan will need to be significantly bolstered. The association has agreed to work collaboratively with the administration to revise the process.

The master contract does not reference the amount of instructional time or number of student days. However, a staff survey was completed and the association was specifically consulted with regarding the work conditions.

The district has used data & research to make decisions about the direction of the middle school. Providing strong professional development, rewriting the curriculum, changing instructional resources, implementing IDM & PBIS are all research based and in direct alignment with the district's goals and priorities.

Technical assistance will be provided by the AEA 267's IDM trainer and the AEA 267 School In Need of Assistance consultants. Additional support will be sought through consultants from ASCD including but not limited to Allison Zmuda, co author of Schooling by Design.

Budget & Budget Narrative

- The district is requesting 3 Academic Interventionists to help facilitate the implementation of IDM and provide direct instruction to students who are not proficient. A lap top computer will also be necessary for each academic interventionist to effectively collect and analyze student data.
- The district is requesting 1 home school liaison to increase the level of communication between parents and staff members, and facilitate expanding parent involvement.
- The district is requesting funding for 8 teachers and 3 paraeducators to provide summer school instruction (1/2 day) for a 4 week summer school program for middle school students who are not proficient.
- The district is requesting funding to contract technical assistance providers, consultants from ASCD and funds for professional travel to develop the 5th and 6th grade learning community.

Budget

	Year 1	Year 2	Year 3	Total
Personnel				
Salary 3 FTE Teacher 1 H/S Liaison 8 Summer Teachers 4 Summer Associates	197280	197280	197280	197280
Benefits	41428.00	41428.00	41428.00	41428
Professional Services				
Honorarium	15000	7500	7500	30000
Expenses	8000	3000	3000	14000
Supplies				
Other: 3 Laptops computers	3300			3300
Total				286008

External Providers

Technical assistance will be provided through the AEA 267's IDM trainers & the AEA 267 School In Need of Assistance model. Additional support will be sought through consultants from ASCD including but not limited to Allison Zmuda, co author of Schooling by Design.

Modifications to Practices & Policies

Many of our policies on curriculum, assessment, and instruction are quite outdated and need to be revised. Seniority is written into our board policy as a consideration for staff placement but the policy retains the district's right to place staff in the best interest of the district. The district's retention/promotion policy also needs to be revisited and potentially revised. The superintendent will be working with the board over the next 12 months to make any necessary changes in this area.

Sustainability

Program evaluation is a critical component in determining which components of the proposal will be sustained, modified, or discontinued. Much of this application will be sustainable through district level funds at the completion of the grant period, with the exception of the 3 academic interventionists. The three academic interventionist positions will either be continued through general fund or by repurposing other staff positions.

Achievement for All

